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ABSTRACT

This study examines the changes in attitudes, interests, and values of the Fall 1965 freshmen over the subsequent 4-year period. Data were obtained from the admissions and registrar's offices and from the College Student Questionnaire, which requested information on: (1) the student's educational and vocational plans; (2) the community and school from which he came; (3) curricular and extracurricular activities in high school; (4) study habits and attitudes; (5) family background; (6) preferred educational practices or expectations about college; and (7) the degree of independence from family, and peer influence, degree of liberalism, social conscience, cultural sophistication, motivation for grades, and family social status. The first part of the report describes the general characteristics, family background, secondary school experience and educational and vocational plans of the class at the time of its first registration. The second part discusses the academic progress of the freshmen class of 1965 during the years from 1965 through 1969. The last part discusses the changes in career objectives and educational philosophy. (AF)

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A LONGITUDINAL STUDY OF THE 1965 ENTERING FRESHMEN CLASS AT THE UNIVERSITY OF CONNECTICUT

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Arwood S. Northby

CHAPTER I

INTRODUCTION

This is a longitudinal study of the growth and development of college students. More specifically, it is a study of the changes in attitudes, interests, and values of the freshmen who enrolled in The University of Connecticut in the fall of 1965, during the subsequent four-year period 1965-1969.

It is a well-recognized fact that students change in many ways during their college years. Growth in knowledge, information, and skills in performing certain tasks is readily apparent and has frequently been measured. But growth or change in interests, attitudes, and values is not as clear-cut nor as easily measured.

Research methodologies most frequently employed in the study of personality changes of college age youth fall into three categories: (1) "Assessment of concurrent college classes, (2) longitudinal assessment of the same subjects over their college years, and (3) longitudinal assessment of the same subjects who differ in their duration of college attendance over the years from one of no college attendance to one of completion of an academic program.[1]

Despite the fact that longitudinal studies are preferred, most of the research reported so far falls in the first category - the assessment of concurrent college classes. The reasons for this situation are easily understandable. Longitudinal studies extend over a five or six year period at least. A recognition of this fact would tend to discourage graduate students from undertaking a longitudinal study. Furthermore, the United States Office of Education, foundations and other agencies

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[1]John D. McCullers and Wlater T. Plant, "Personality and Social Development: Cultural Influences." Review of Educational Research, 34:599-610; December 1964. "Personality Changes in College-Age Adults," pp. 604-08.

that might underwrite research in this field, are reluctant or unable to underwrite projects extending over such a long period of time.

Source-of-data Information concerning the 1965 freshmen was obtained from a number of sources. The Admissions Office at Storrs and the Registrars' offices at both Storrs and the branches provided much of the basic information including such items as: rank in high school graduating class, scores on the SAT of the College Entrance Examination Board, school and college registrations, quality point ratios, dates of any withdrawals, graduations, etc.

Another primary source of information was the data obtained from Parts 1 and 2 of the College Student Questionnaire. These are two comprehensive questionnaires developed by Educational Testing Service for college research purposes and are briefly described below.[1]

College Student Questionnaire Part 1 (hereafter called CSQ-1) consists of 200 multiple-choice questions concerning "the student's educational and vocational plans, the community and school from which he came, his curricular and extracurricular activities in high school, his study habits and attitudes. Information is obtained about his family background: parental educational levels and occupation, and intellectual and cultural activities or influences in the home. Also included are questions about preferred educational practices or expectations about college, and seven scales which deal with: (1) the degree of independence from the family, (2) the degree of independence from peer influence, (3) liberalism, (4) social conscience, (5) cultural sophistication, (6) motivation for grades, and (7) family social status.

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[1]Richard E. Peterson, College Student Questionnaires, Technical Manual, 1968 Revision. Princeton, New Jersey, 1968.

Part 2 of the College Student Questionnaire parallels Part 1 in many respects. Both contain 200 questions or items. Two of the four sections of Part 1 are duplicated in Part 2 - the section dealing with educational and vocational plans or expectations and that concerned with attitudes and values. Furthermore, five scales in Part 2 also duplicate or parallel those of Part 1, namely: Family independence, 2, Peer independence, 3. Liberalism, 4. Social conscience, and 5. Cultural sophistication. In addition, Part 2 contains six scales of special value in research related to college impact studies.

CSQ-1 was given to most of the 1965 freshmen of the University as part of the regular testing program except to those who were tested at the Torrington Branch. Unfortunately, the questionnaires were not available to the Torrington Branch on the day the tests were given there. The exclusion of this group is regrettable but the consequences are relatively small as they numbered only 79 out of a total freshman class of 2,853.

CSQ-2 was given to a random sample of the class who were enrolled at the Storrs campus, presumably in their eighth semester during the spring semester of 1969. 301 of questionnaires were mailed during the months of March and April, with 185 returned by the end of the semester. This gave a 61.5 percent return, not as good as had been expected but about what is usually obtained in studies of this type. The numbers sent and received are classified below according to sex and campus of initial enrollment:

	Storrs			Branches			
	Men	Women	Total	Men	Women	Total	Grand Total
Number sent	78	84	162	82	57	139	301
Number received	53	45	98	52	35	87	185
Percent response	67.9%	53.6%	60.5%	63.4%	61.4%	62.6%	61.5%

When the returns for the men at both Storrs and the branches were combined the percent responding came to 65.6. The comparable figure for the women students was 61.4 percent. Although there appear to be some notable differences when comparisons are made, particularly those between the sexes, the application of X^2 tests (1 df., with Yates correction) reveals none as statistically significant to even the .05 level. Consequently, any of the variations observed can be accounted for as likely the result of chance.

Organization of report This is largely a statistical report describing the data which have been collected. It comprises three parts. The first is a description of the class at the time of its first registration in the University as full-time students. The second part is concerned with what happened to the class academically during the four-year period included in the report. The third and last part contains a brief assessment of several changes that occurred during the four-year period.

No attempt was made at this time to develop any definitive study of any of the many possible investigations that can be undertaken. Collecting and describing some of the information gathered was about as much as could be undertaken at this stage. Several studies such as a comparison of students at the Storrs campus with those at the branches, an evaluation of possible predictors of college success not previously investigated, will be undertaken in the near future.

CHAPTER II

THE 1965 ENTERING FRESHMAN CLASS

A DESCRIPTION

A preliminary study of the students listed as comprising the freshman class of September, 1965, revealed that some had had previous college experience, earning in several cases a fair number of college credits. It was also observed that a goodly number were part-time students who had registered for only one or two courses. Furthermore, several of those in the class had previously enrolled in the University or in some other college or university but had not remained long enough to accumulate any college credits.

As a consequence it seemed advisable to establish some minimum requirements for inclusion in this study. In the resulting definition of a "1965 entering freshman" only those students who were starting college for the first time with the 1965 summer session or first semester and who were enrolled for at least twelve credits for the first semester were included. Furthermore, anyone who had earned twelve or more college credits prior to September, 1965, was considered a second semester freshman or upper classman depending upon the number of credits he had earned and was accordingly excluded.

The application of these criteria gave the following freshman registration for September, 1965, for the Storrs campus and the several branches:

	Men	Women	Total
Storrs	1025	978	2003
Hartford	224	115	339
Stamford	97	50	147
Torrington	47	32	79
Waterbury	185	100	285
Total	1578	1275	2853

These are the freshmen with whom this study is concerned. For convenience in handling the data collected from the CSQ-1 and presented in Part I, the returns for the men at the three branches, Hartford, Stamford, and Waterbury,[1] were combined as were those for the women at these branches. This arrangement, providing a four-category arrangement of Storrs men and women and branch men and women, will be the format employed in presenting the data for each of the items included in this part of the report.

The information collected from the CSQ-1 far exceeded what could reasonably be presented in a report such as this. The replies to the 200 questions comprising the CSQ-1, when classified according to campus and by sex, produced more than 1500 tables. We have, therefore, selected only such items which we think will be of interest to the reader and pertinent to the objectives of the study. The data are presented under four major categories: 1. general characteristics, 2. family background, 3. secondary school experience, and 4. educational and vocational plans.

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[1]The reader should be reminded that the CSQ-1 was not given to the freshmen at the Torrington Branch. Since the 79 freshmen at this branch constituted less than three percent of the class the absence of this information will not affect the results appreciably.

For ease in presentation and convenience to the reader the data are given as a percentage of the number responding to a question. In this connection it should be noted that all percentages were rounded to the first decimal place. Consequently, the percentages given for a series may total slightly less or more than 100 percent.

1. General Characteristics

Sex As will be noted from the figures given above, 1578, or 55 percent of the class were males and 1275, or 45 percent, were females. A comparison of the figures for the Storrs campus with those for the branches reveals some notable differences. The numbers of men and women enrolling at Storrs are nearly the same, 51 percent men and 49 percent women. On the other hand, men comprised 65 percent and women but 35 percent at the branches.

Age The great majority of the freshmen were of normal college age, i.e. they would be 18 years of age by January 1, 1966. There were 17 who were 16 years old or younger when they registered for the fall semester, 1965. All of these enrolled at the Storrs campus.

Only 65 were a year or more older than the average freshman. Of this group, 42 (35 men and 7 women) enrolled at Storrs, the remainder at the branches. No check was made of the ages of the part-time freshmen. It is possible that a larger proportion of these students were over 18.

Marital Status Responses of the freshmen to this question gave the following percentages:

	Single or "Unattached"	Going Steady	Pinned or Engaged	Married
Storrs				
Men	75.2%	21.6%	2.4%	.8%
Women	75.3	21.7	2.6	.3
Branches				
Men	79.6	19.3	1.1	.0
Women	79.5	18.2	2.3	.0

Outside Employment Most of the freshmen were gainfully employed during their senior year in high school, usually on a part-time basis, as will be observed in the following tabulation:

	Percent Having No Outside Employment	Percent Working Less than Six Hours a Week	Percent Working More than Six Hours a Week
Storrs Campus			
Men	35.9%	14.1%	50.0%
Women	41.1	19.6	39.3
Branches			
Men	31.4	14.0	54.6
Women	45.0	9.0	46.0

Other Out-of-school Activities The average male freshman at Storrs reported that during his senior year in high school he spent on a typical weekday an hour and nine munutes watching television. His counterpart at the branches reported somewhat more time, an hour and thirty-five minutes. On the other hand, the women at both Storrs and the branches devoted less time to this activity, fifty-four minutes for the former and an hour for the latter.

2. Family Background

In this section responses to selected questions dealing with the community, home, and background of the freshmen will be reported.

Size of Community Most of the freshmen came from homes located in urban areas as will be observed in the tabulation presented below. This is, of course, consistent with the recognized character of Connecticut, an industrial state with little agricultural production.

	Storrs		Branches	
	Men	Women	Men	Women
Farm or open country	2.6%	2.3%	.7%	1.4%
Town of less than 10,000	21.0	18.9	10.7	16.1
City or town of 10,000 to 50,000	40.6	43.9	35.2	35.5
City or suburb of 50,000 and larger	35.7	34.7	53.4	46.9

Parent Status The freshmen came from relatively stable homes as will be observed from the following tabulation:

	Storrs		Branches	
	Men	Women	Men	Women
Both parents alive and living together	88.3%	88.7%	86.8%	88.1%
Parents divorced or separated	5.1	5.1	5.5	4.3
One or both parents dead	6.5	6.2	7.6	7.6

Father's Occupation The occupations of the fathers of the freshmen were fairly representative of the major categories as used in this study with no dominance by any group. The percentage distributions by major category were as follows:

	Storrs		Branches	
	Men	Women	Men	Women
Unskilled worker, laborer, farm worker	7.3%	8.5%	7.4%	6.0%
Semiskilled worker (e.g., machine operator)	15.4	16.8	22.3	30.7
Service worker (policeman, barber, etc.)	4.2	7.4	6.1	5.6
Skilled worker or craftsman (e.g., plumber)	14.6	17.9	22.5	19.5
Salesman, bookkeeper, secretary, office worker	15.3	11.6	14.6	12.1
Owner, manager - small business	17.3	18.1	13.1	13.5
Professional requiring a bachelor's degree	13.7	8.8	7.9	7.9
Owner, high-level executive - large business	7.4	6.9	4.1	2.8
Professional requiring an advanced degree	4.7	4.1	2.0	1.9

Family Income As might be expected from the previous figures concerning the occupations of the fathers of the freshmen, the median family income of those attending the Storrs campus was slightly larger than that for those attending the branches, $7,400 and $6,732 for the men and women at Storrs as compared to $6,000 and $5,686 for the branch men and women.

Education of Parents Slight differences were also observed in the education of parents of those attending the Storrs campus when compared with the freshmen at the branches. These differences are shown in the following tabulation of the highest educational level attained by the fathers of the freshmen:

	Storrs		Branches	
	Men	Women	Men	Women
No degree	69.0%	75.1%	86.1%	86.3%
Associate or bachelor's degree	18.8	14.7	10.3	9.1
Advanced degree (M.A., Ph.D., M.D., etc.)	12.2	10.2	3.6	4.6

Similar differences were observed in the data concerning the formal education of the mothers of the freshmen. The derived percentages were as follows:

	Storrs		Branches	
	Men	Women	Men	Women
No degree	77.4%	80.1%	89.8%	88.7%
Associate or bachelor's degree	17.0	14.1	7.1	10.2
Advanced degree	5.6	6.8	3.1	1.1

Parental Valuation of College Attendance Although most of the parents were not college graduates they apparently held a college education in high regard as evidenced in the replies of the freshmen to the question "How important is it to your parents that you go to college?" The tabulated responses were as follows:

	Storrs		Branches	
	Men	Women	Men	Women
Parents consider attendance not important	5.0%	4.6%	4.1%	8.8%
Parents consider attendance fairly important	16.8	10.2	12.8	23.5
Parents consider attendance quite important	41.9	32.4	36.7	41.0
Parents consider attendance exceedingly important	36.4	52.8	46.5	26.7

Importance to Parents of Attendance at The University of Connecticut The freshmen were asked whether their parents considered it important or not that they attend The University of Connecticut rather than some other college or university. Their replies as summarized in the following distribution indicate a slightly greater interest in the parents of branch students in University of Connecticut attendance. Perhaps the location of the branch campus making commuting possible may have been the major factor influencing parental attitude. This thought may also be

translated in terms of cost of attendance. Data from the next item considered (reasons for attending The University of Connecticut) provide support for this explanation.

	Storrs		Branches	
	Men	Women	Men	Women
Not very important	41.6%	43.7%	34.1%	34.4%
Fairly important	35.9	33.7	37.8	37.3
Quite important	17.1	18.2	22.9	22.0
Extremely important	4.5	4.3	5.3	6.2

Reasons for Attending The University of Connecticut The freshmen were given the opportunity to indicate which of nine listed reasons for attending The University of Connecticut they considered most important. The tabulation of the results were as follows:

	Storrs		Branches	
	Men	Women	Men	Women
Inexpensive	18.8%	21.3%	29.6%	30.9%
Close to home	11.1	8.2	18.6	16.1
Friends were to attend here	1.7	1.5	.7	.0
General academic reputation	19.4	15.5	18.8	19.4
Special strength in intended major field	18.7	25.2	14.0	17.5
Good scholarship offer	1.9	1.4	.2	.0
General impression of campus and students	11.5	12.5	2.9	1.4
Religious affiliation	.4	.2	.0	.0
Other reason	16.7	14.2	15.2	14.7

3. Secondary Education

Kind of Secondary School Attended The great majority of the freshmen had attended a public coeducational high school as will be observed from the following tabulations:

	Storrs		Branches	
	Men	Women	Men	Women
Public high school	89.6%	90.8%	85.8%	81.4%
Private, nonreligious secondary school	4.0	2.9	2.6	1.4
Private, denominational secondary school	6.4	6.3	11.6	17.3

	Storrs		Branches	
	Men	Women	Men	Women
Coeducational	93.6%	94.0%	93.2%	90.5%
All boy or all girl	6.4	6.0	6.8	9.5

Time Devoted to Homework There was considerable spread in the amount of time given to homework during the senior year as indicated in the following distribution:

	Storrs		Branches	
	Men	Women	Men	Women
None	8.1%	1.9%	3.8%	2.8%
About 1/2 hour a day	16.4	8.9	8.8	7.8
About 1 hour a day	27.3	19.7	31.8	17.1
About 2 hours a day	30.8	30.2	35.8	31.3
About 3 hours a day	12.5	25.7	15.2	27.2
About 4 or more hours a day	4.9	13.5	3.6	13.8

As undoubtedly noted in a number of the distributions presented there are greater differences between the men and the women freshmen than between those attending the main campus and those at the branches. The time given to homework is another case in point. The median amount of time daily given to homework during the senior year in high school by the freshmen in the four categories were: Storrs men 56 minutes a day, branch men 69 minutes, Storrs women 99 minutes, and the branch women 103 minutes.

Secondary School Subjects Enjoyed the Most and Those Enjoyed the Least Mathematics, science, social sciences, and English were the subjects most frequently reported by the freshman men as those they enjoyed the most. These four subjects with the addition of foreign language were those subjects most enjoyed by women. However, there are noticeable differences in the relative ratings made by the men and women. The percentages for the nine subject fields included in the question were as follows:

	Storrs		Branches	
	Men	Women	Men	Women
Art	1.8%	5.2%	.9%	3.2%
English (including speech and literature)	12.5	22.8	11.4	28.5
Foreign languages	5.2	15.5	2.4	10.9
Mathematics	26.4	14.3	27.7	15.8
Music	2.0	3.9	2.2	2.3
Physical education	9.2	3.2	5.5	1.8
Sciences (physics, biology, etc.)	24.7	21.5	28.8	23.5
Shop or commercial (e.g. typing courses) .9	.8	2.0	.5	
Social sciences (history, civics, etc.)	17.4	12.7	19.1	13.6

The percentages for the subjects enjoyed the least were as follows:

	Storrs		Branches	
	Men	Women	Men	Women
Art	3.6%	2.9%	2.2%	2.8%
English	17.5	9.1	20.4	3.7
Foreign languages	36.3	15.8	36.6	12.4
Mathematics	16.3	27.2	13.7	36.9
Music	3.9	3.0	4.0	3.2
Physical education	2.7	6.3	2.9	5.1
Sciences	6.3	15.9	6.4	13.4
Shop or commercial (e.g., typing courses)	3.9	4.9	3.8	4.6
Social sciences	9.5	15.0	10.0	18.0

Evaluation of Secondary School Preparation for College The freshmen were asked to give an opinion as to how well they thought the secondary school they attended prepared them for college. Although their opinions were rendered prior to any college experience and would, consequently, be most subjective, it seems worthwhile to include their responses here as they do provide some measure of the attitude of the class towards the secondary school attended.

	Storrs		Branches	
	Men	Women	Men	Women
Secondary school did a poor job	6.2%	6.1%	4.2%	2.7%
I don't know	14.9	14.9	16.9	13.2
Secondary school did a fairly good job	53.9	48.7	55.2	51.4
Secondary school did a very good job	25.0	30.3	23.6	32.7

When the negative and undecided choices were combined and the two positive replies were also combined and the results compared it is quite apparent that a

large portion of the freshmen class held their high school in high regard as far as preparation for college was concerned. The sum of the two positive responses comprised 79 percent of both the male and female freshmen at Storrs and the same percentage for the men freshmen at the branches. The women at the branches reported 84 percent for the two positive choices.

Size of High School Graduating Class The medians for the number of students in the high school graduating classes of the freshmen of 1965 in the four categories employed in this report were as follows:

Storrs - Men	347
" - Women	348
Branch - Men	331
" - Women	313

Rank-in-class One of the best measures of college aptitude is rank in high school graduation class. The data for the 1965 freshmen are given in Table 1. Marked differences between the four sub-groups can be noted. These differences are all statistically significant at the one percent level.

Below are given the median high school ranks for the freshmen at the Storrs Campus for the ten-year period 1956-1965:

	Men	Women	Total
1956	65.8	81.8	72.1
1957	68.6	82.3	74.0
1958	69.1	83.1	75.1
1959	69.2	84.2	75.1
1960	71.3	83.3	76.8
1961	69.3	82.5	75.5
1962	68.9	83.5	76.6
1963	73.9	83.1	78.7
1964	76.1	84.1	80.5
1965	81.0	87.9	84.4

TABLE 1

FIRST SEMESTER FRESHMEN, SEPTEMBER 1965, WHO ENROLLED AT THE STORRS CAMPUS AND THE BRANCHES CLASSIFIED ACCORDING TO HIGH SCHOOL PERCENTILE RANK AND SEX

High School Percentile Rank	Storrs Campus			Branches		
	Men	Women	Total	Men	Women	Total
95 - 99	105	230	335	26	40	66
90 - 94	125	187	312	39	29	68
85 - 89	147	172	319	48	34	82
80 - 84	149	127	276	63	29	92
75 - 79	133	109	242	62	26	88
70 - 74	142	82	224	51	31	82
65 - 69	106	49	155	44	24	68
60 - 64	52	8	60	75	31	106
55 - 59	13	2	15	57	24	81
50 - 54	15	1	16	48	13	61
Below 50	2	0	2	7	0	7
Special	36	11	47	21	5	26
Total	1025	978	2003	541	286	827
Median rank	81.0	87.9	84.4	72.8	78.4	74.7

The general improvement over the years in the potential of the students entering The University of Connecticut is recognizable from the data. Unfortunately, comparable figures for students initially enrolling at the branches were not available.

C. E. E. B. Scholastic Aptitude Test The second best indicator of potential success in college has been a good scholastic aptitude test. The S.A.T. of the College Entrance Examination Board is a good example of such a measure. All freshmen applying for admission to the University are required to present scores made on this test. Tables 2, 3, and 4 provide tabulations of the scores made by the 1965 freshmen on the S.A.T. A pattern similar to the data given for rank-in-class will be noted. Freshmen enrolling at the Storrs campus made higher scores on the average than did those going to the branches. There is, however, considerable overlapping.

Table 5 makes possible a comparison of the scores made by the Storrs freshmen for the seven-year period 1959 to 1965. Again it will be observed that there has been a continuous improvement in the average scores during the period.

4. Educational and Vocational Plans

Enrollment by School or College The University of Connecticut is organized byy schools and colleges and since the students register by school or college the initial registration of the 1965 freshmen gives a general indication of their educational, vocational or career interests. Most of the freshmen registered during the late spring or summer prior to the beginning of the semester in mid-September. The schools or colleges in which these freshmen initially registered are given in Table 6.

TABLE 2

FIRST SEMESTER FRESHMEN, SEPTEMBER 1965, WHO ENROLLED AT THE STORRS CAMPUS AND THE BRANCHES CLASSIFIED ACCORDING TO VERBAL SCORE ON THE CEEB TEST

Verbal Score	Storrs Campus			Branches		
	Men	Women	Total	Men	Women	Total
750 - 800	1	3	4			
700 - 749	20	24	44	3	4	7
650 - 699	63	69	132	19	12	31
600 - 649	116	130	246	54	34	88
550 - 599	173	212	385	103	44	147
500 - 549	248	252	500	110	70	180
450 - 499	200	168	368	117	58	175
400 - 449	156	110	266	87	44	131
350 - 399	29	7	36	32	12	44
300 - 349	4	3	7	5	2	7
Below 300	1	1	2			
Total	1011	979	1990	530	280	810
Median =	523	540	532	511	517	513

TABLE 3

FIRST SEMESTER FRESHMEN, SEPTEMBER 1965, WHO ENROLLED AT THE STORRS CAMPUS AND THE BRANCHES CLASSIFIED ACCORDING TO MATHEMATICAL SCORES ON THE CEEB TEST

Mathematical Score	Storrs Campus			Branches		
	Men	Women	Total	Men	Women	Total
750 - 800	10	7	17	5		5
700 - 745	72	20	92	19		19
650 - 699	138	90	228	50	9	59
600 - 649	182	114	296	85	15	100
550 - 599	232	205	437	118	42	160
500 - 549	200	223	423	117	63	180
450 - 499	111	182	293	80	58	138
400 - 449	58	114	172	50	63	113
350 - 399	6	20	26	8	28	36
300 - 349	1	4	5		2	2
Below 300	1		1			
Total	1011	979	1990	532	280	812
Median	578	538	559	555	491	533

TABLE 4

FIRST SEMESTER FRESHMEN, SEPTEMBER 1965, WHO ENROLLED AT THE STORRS CAMPUS AND THE BRANCHES CLASSIFIED ACCORDING TO THE TOTAL SCORES ON THE CEEB TEST

Total Score	Storrs Campus			Branches		
	Men	Women	Total	Men	Women	Total
1500 - 1549	1		1			
1450 - 1499	6	1	7			
1400 - 1449	12	10	22	5		5
1350 - 1399	27	20	47	6	1	7
1300 - 1349	44	29	73	11	4	15
1250 - 1299	69	53	122	33	6	39
1200 - 1249	103	78	181	41	18	59
1150 - 1199	99	105	204	50	18	68
1100 - 1149	150	115	265	68	23	91
1050 - 1099	136	164	300	69	26	95
1000 - 1049	127	129	256	73	44	117
950 - 999	104	125	229	70	46	116
900 - 949	78	89	167	62	44	106
850 - 899	42	38	80	29	28	57
800 - 849	7	16	23	11	12	23
750 - 799	4	3	7	3	6	9
700 - 749	1	2	3	1	3	4
Below 700	1	2	3		1	1
Total	1011	979	1990	532	280	812
Median	1102	1076	1088	1062	1000	1032

TABLE 5

MEDIANS FOR THE C.E.E.B. TEST SCORES FOR THE
ENTERING FRESHMEN CLASSES, 1959-65
STORRS CAMPUS

Freshman Class of	Median C.E.E.B. Verbal Score		
	Men	Women	Total
1959	478.3	484.8	480.9
1960	485.2	501.1	491.8
1961	489.3	500.2	494.3
1962	484.0	502.0	493.0
1963	496.0	519.5	508.5
1964	503.9	525.4	514.4
1965	523.3	539.8	531.6

Freshman Class of	Median C.E.E.B. Math. Score		
	Men	Women	Total
1959	529.1	477.1	508.2
1960	537.2	482.6	516.8
1961	535.5	483.8	514.6
1962	543.0	501.0	527.0
1963	552.0	505.0	529.5
1964	574.1	512.5	549.0
1965	577.7	538.0	558.9

Freshman Class of	Median C.E.E.B. Total Score		
	Men	Women	Total
1959	1005.9	957.4	986.2
1960	1019.9	984.8	1006.1
1961	1025.4	988.5	1010.6
1962	1036.0	1014.0	1026.0
1963	1050.5	1029.5	1040.0
1964	1074.7	1040.6	1059.5
1965	1101.9	1076.1	1087.8

TABLE 6

REGISTRATION BY SCHOOL AND COLLEGE OF THE 1965 FRESHMEN
CLASSIFIED ACCORDING TO CAMPUS

School or College	Number Freshmen Registered by Campus				
	Storrs	Hartford	Stamford	Torrington	Waterbury
Agriculture	54	6	3	3	4
Business Administration	117	24	24	2	23
Engineering	220	53	30	11	39
Fine Arts	58	8	1	0	2
Home Economics	46	6	3	0	5
Liberal Arts & Sciences	1218	187	71	56	162
Nursing	115	13	3	3	16
Pharmacy	79	11	4	1	6
Physical Education	34	2	1	0	1
Physical Therapy	84	4	6	2	4
Total	2025	314	146	78	262

Major Educational Field Those who enroll in a professional school or college usually have some educational or career objective in mind though many do change their objective subsequently. There are a fair number of students who enter college without a particular objective in mind. Data from a study of the 1964 senior class at the University revealed that 40 percent of those graduating from the College of Liberal Arts and Sciences had no educational or career objective in mind when first enrolling in the University. Indeed, many stated that their prime purpose in going to college was to "find" a career or vocational objective.

From CSQ-1 returns it was found that 83 percent of the freshmen had a particular major field in mind when enrolling in the University. The questionnaire listed 69 fields of study. These were grouped into nine categories. Those who had decided on a major field were asked to check one of the 69 fields listed. The summary tabulation of their responses, classified under the nine major categories, is given in Table 7.

As will be noticed the differences between those attending the main campus and those at the branches are slight when compared with the differences between the sexes. These same differences between the sexes were observed when compiling the school and college enrollments. The enrollments in the College of Agriculture and the schools of Business Administration, Engineering, and Pharmacy were composed primarily of men. The opposite was true for the schools of Home Economics, Nursing, and Physical Therapy.

Source of Influence on Choice of Major Field The freshmen were asked to indicate which of several possible personal contacts influenced them most in deciding on a major field. Their responses, given as a percentage of the total number replying

TABLE 7

MAJOR FIELD OF UNDERGRADUATE STUDY ANTICIPATED BY THE 1965 ENTERING FRESHMAN CLASS, CSQ-1

Anticipated Major Field of Study	Storrs		Branches	
	Men	Women	Men	Women
Biological Sciences	13.3%	8.0%	9.6%	6.8%
Physical Sciences	8.5	2.4	8.4	5.8
Mathematics	7.6	6.7	9.4	6.3
Social Sciences	13.9	15.8	14.2	13.5
Humanities and Arts	8.7	19.3	7.6	14.0
Education	4.7	16.6	2.8	17.4
Business	9.0	2.6	14.2	5.3
Engineering	21.8	1.3	25.8	2.9
Other Profession or Vocation	12.5	27.2	8.1	28.0

to the question, were as follows:

	Storrs		Branches	
	Men	Women	Men	Women
Father	23.7%	8.4%	20.3%	6.8%
Mother	7.3	18.7	6.6	17.1
Other adult	26.5	24.2	28.6	32.9
Elementary school teacher	2.4	5.8	4.0	6.2
High school teacher	26.8	31.3	27.2	28.8
High school guidance counselor	5.5	3.5	4.0	1.4
College teacher	1.1	.6	.7	.0
College counselor	.8	.1	.3	1.4
Close friend	5.8	7.4	8.3	5.5

These data are consistent with the results usually secured in studies of this kind, that high school teachers, parents, close adult friend or relative, and close personal friend are the ones who usually have influenced the high school graduate the most in the choice of college field of study.

When Choice of Major Field Was Made The average male freshman stated that he had decided on his major field of study in college approximately 26 months prior to the date he completed the CSQ-1. The average woman freshman, on the other hand, indicated having made her choice at an even earlier date, 31 months before. It should be noted that these figures apply only to those freshmen who had made a choice of major field of study at the time they responded to the questionnaire.

The data for the Storrs campus and the branches are as follows:

	Storrs		Branches	
	Men	Women	Men	Women
In the past six months	14.8%	9.9%	11.6%	11.9%
Six months to a year	14.1	10.2	16.9	10.1
About a year ago	22.8	20.6	20.3	16.4
About two years ago	18.8	21.4	25.0	22.6
Three years ago	11.7	11.5	10.6	7.5
Four years ago	7.3	9.9	5.6	13.8
Five to seven years ago	6.0	8.2	6.6	10.1
More than seven years ago	4.4	8.2	3.4	7.5

Education Beyond the Bachelor's Degree The majority of the men at both Storrs and the branches were considering or had definitely made up their minds to continue their formal education in a graduate or professional school after receiving the bachelor's degree, 67.5 percent at Storrs and 64.7 percent at the branches. The percentages for women were noticeably lower at both Storrs and the branches, 45.8 percent for the former and 47.2 for the latter.

Campus Subcultures It is well recognized that the students attending a particular college do not usually compose a homogeneous group but tend to form a number of subgroups. That this should occur seems obvious when one observes the great variations in the backgrounds, home and school experiences, motives for college attendance, interests, aptitudes, abilities of the students, to mention but a few of the many points on which they differ.

One of the several systems that have been devised for classifying the students on a college campus is the analytic model of Burton Clark and Martin Trow which

consists of the following four categories each representing a type of college student: 1. vocational, 2. academic, 3. collegiate, and 4. nonconformist. Under this theory colleges are said to differ according to the relative strength of these four subcultures or student types.

In CSQ-1 these four categories are treated as "personal philosophies" and the student is asked to evaluate his own personal philosophy. The responses of the freshmen are given below in connection with the description of each "personal philosophy". The labels, in parenthesis, have been added by the writer.

1. (Vocational) This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases of campus life are relatively less important, although certainly not ignored. Concern with extracurricular activities and college traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

	Storrs		Branches	
	Men	Women	Men	Women
Most accurate description of point of view held	26.8%	20.3%	39.9%	26.4%
Second most accurate	38.2	39.5	31.1	38.4
Third most accurate	26.8	29.0	22.6	27.8
Least accurate	8.3	11.1	6.5	7.4

2. (Academic) This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in the course work or independent study beyond the minimum required. Social life and organized extracurricular activities are relatively unimportant. Thus, while other aspects of college life are not to be forsaken, this philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

	Storrs		Branches	
	Men	Women	Men	Women
Most accurate description of point of view	16.6%	13.7%	16.4%	18.3%
Second most accurate	35.5	36.0	41.5	36.2
Third most accurate	39.9	42.6	35.7	39.0
Least accurate	8.0	7.6	6.5	6.6

3. (Collegiate) This philosophy holds that besides occupational training and/or scholarly endeavor an important part of college life exists outside of classroom, laboratory, and library. Extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to college traditions are important elements in one's college experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of college life.

	Storrs		Branches	
	Men	Women	Men	Women
Most accurate description of point of view	52.3%	60.9%	39.6%	48.1%
Second most accurate	17.7	15.2	20.1	19.6
Third most accurate	19.8	16.8	30.3	22.0
Least accurate	10.2	7.1	10.0	10.3

4. (Nonconformist) This philosophy is held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is in a sense searching for meaning in life. There is often deep involvement with ideas and art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a rejection of this kind of aspiration. Many facets of the college - organized extracurricular activities, athletics, traditions, the college administration - are ignored or viewed with distain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identity and, often, contempt for many aspects of organized society.

	Storrs		Branches	
	Men	Women	Men	Women
Most accurate description of point of view	5.8%	5.2%	5.2%	8.4%
Second most accurate	9.7	9.9	6.1	5.1
Third most accurate	11.6	10.6	10.4	12.1
Least accurate	73.0	74.4	78.4	74.3

CHAPTER III

THE ACADEMIC PROGRESS OF THE FRESHMAN CLASS OF 1965

The previous chapter of this report presented a description of the September, 1965, entering freshman class to The University of Connecticut. This chapter is concerned with what happened academically to the class during the next four years, or until June, 1969, when if normal progress had occurred these students would have completed their bachelor's degree programs and graduated.

The data concerning the academic progress of the class will be presented in three sections. The first deals with those students who did not complete their programs but dropped out for one reason or another prior to June, 1969. From one point of view, these students might be considered as the unsuccessful ones. However, this would be an unfair label at least for those in good academic standing who withdrew prior to graduation and there were quite a number of these as will be shown later.

The second section is concerned with those who persisted and either completed their degree programs and graduated June, 1969, or were enrolled in the spring semester just prior to graduation. These might be labeled the successful students. Here again, however, there might be some question as to the appropriateness of this label for enrolled in the spring semester of 1969 where some who did not graduate in June but who will at some later date. On the other hand there were some in this group who will never complete the degree requirements.

The third section of this chapter is a study of the school and college changes made by the class during the four-year period.

Criteria of College Success One of the major obstacles facing the researcher in this field is that of a satisfactory criterion for college success. Is the successful college student the one who earns high marks and the failure or less successful student the one who gets the low marks? Let us suppose the student attends a semester, makes excellent marks, and then drops out because of some other interest than his college studies. Is he a success or a failure as far as the college program is concerned? How would you compare him with the student who barely meets the minimum academic requirements but continues on until he earns his degree? There must always be someone at the bottom of the class. The problem gets more involved when one considers the researcher's dilemma when he undertakes such studies as the evaluation of particular admission policies and practices, or the determination of the effectiveness for college preparation of various high school programs.

An analysis of the problem suggests the possibility of three objective criteria being used. The first and most frequently employed in the reported research is the quality of the student's work as measured by his average mark over a specified period such as first semester or first two semesters in college. The second criterion is graduation from college which after all is the student's presumed objective for college attendance. The third is the extent of the student's attendance at college as measured by the number of semesters completed. This criterion has also been used as a measure of the success of a college, of its holding power. The lower the rate of attrition the better the institution. There are others who would take just the opposite point of view in which high attrition rate is thought of as an indication of high standards held by the college. But this is a passing point of view. In this report all three criteria will be used in one respect or another.

Dropouts, Withdrawals, College Attrition All three relate to the same problem, the loss of students from the University prior to graduation. Theoretically, one would expect the freshmen to progress in regular fashion over the four-year period so that by June, 1969, they would have completed their courses and accordingly received their bachelor degrees. For approximately half of the 1965 freshmen this was true. But if one looks at the remainder of the class, quite the opposite picture emerges. Irregularity and change characterize this portion of the class. Indeed, in pouring over the records of the class one is impressed more by the extent or volume of the change than the consistency of the academic patterns that developed.

A number of freshman applicants who were admitted took the placement tests and the CSQ-1, registered, paid their fees, and then cancelled their registrations before classes began. No check was made of the number of these since by definition given at the beginning of this report they would not be included. However, cancellations or withdrawals did not stop with the beginning of classes. Altogether 83 of the freshmen cancelled their registrations during the first semester. Undoubtedly, there were others who for all intent and purposes withdrew but failed to notify the registrar's office. These would show up at the end of the semester with failing or incomplete marks.

The number and percent of the freshmen withdrawing during the first semester for both Storrs and the branches were as follows:

Storrs				Branches			
Men		Women		Men		Women	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
26	2.5%	28	2.9%	23	4.2%	6	2.0%

During the remainder of the four-year period included in this report 989 additional students withdrew or were dropped from the University. Although no study was made of the reasons for withdrawal it seems clear from the data that low scholarship was the primary reason for leaving. It will be observed from Tables 8 and 9 which give the semester during which or the end of which the student withdrew, that 287 of the Storrs freshmen, or approximately half, were failing at the time of withdrawal. Since those who withdrew during a semester (Table 8) were classified according to their academic standing as at the close of the previous semester, it is quite likely that some of those listed as in good academic standing were actually running into scholastic trouble and took this means to avoid being dismissed. It should also be noted that this figure does not include those who withdrew during the first semester.

A study of the withdrawals of the branch students whether at the branch or later at Storrs showed similar results.

One should not overlook the fact that a fair number of students with excellent academic records also withdrew prior to graduation. This occurred with both the Storrs and branch groups. Some of the top students withdrew after a year, some after two years and others shortly before graduation. One can understand leaving with a good record after a short stay in the University to transfer to some other college or university or to undertake some other occupation or interest, but to leave just before completing the degree program is quite a different matter.

Another item connected with the problem of withdrawals and which should be mentioned here is that of the large number who return. A study of the Storrs freshmen showed that 196 (105 men and 91 women) of the withdrawals returned. Most of these were enrolled in the spring semester of 1969, 138, or 77 men and 61 women. On the other hand, 58 (28 men and 30 women) withdrew or were dropped a second time for academic reasons.

TABLE 8

1965 ENTERING FRESHMEN, STORRS CAMPUS, NUMBER WITHDRAWING DURING A SEMESTER FOR THE FOUR-YEAR PERIOD 1965-69, CLASSIFIED ACCORDING TO CUMULATIVE QUALITY POINT RATIO OF THE PREVIOUS SEMESTER, SEX, AND SEMESTER IN WHICH WITHDRAWAL TOOK PLACE

C.Q.P.R. of Previous Semester	Sex	Semester in which withdrawal took place								
		1	2	3	4	5	6	7	8	Total
Below Minimum (Failing)	Men		8		3	2	2	3		18
	Women		6	1	1	1	3	1		13
Below 18 But Satisfactory	Men		9	9	5	5	1	1		30
	Women		2	3	2	1	3			11
18 to 29	Men		6			5	5	7	2	25
	Women		6	5	11	7	4	12		45
30 and Above	Men						1			1
	Women				1		1	1		3
Total	Men	26*	23	9	8	12	9	11		98
	Women	28*	14	9	15	9	11	14	2	102
Grand Total		54*	37	18	23	21	20	25	2	200

* These are first semester freshmen with no previous semester Q.P.R.

TABLE 9

1965 ENTERING FRESHMAN CLASS, STORRS CAMPUS, NUMBER WITHDRAWING AT THE END OF A SEMESTER DURING THE FOUR-YEAR PERIOD 1965-69, CLASSIFIED ACCORDING TO CUMULATIVE QUALITY POINT RATIO, SEX, AND SEMESTER

C.Q.P.R. At end of Semester	Sex	Semester at the end of which student withdrew								Total
		1	2	3	4	5	6	7	8	
Below Minimum (Failing)	Men	56	55	6	28	8	15	4		172
	Women	29	22	8	14	3	5	3		84
Below 18 but Satisfactory	Men	1	6	1	2	1		1		12
	Women	2	7	2	5		1			17
18 - 29	Men	1	12		5		7	2		27
	Women	5	21	8	24	7	18	1		84
30 and Above	Men		3		2		3			8
	Women	1	3	2	3		5			14
Transfer to a Branch	Men	3	3	3						9
	Women	1	3	1	1	2				8
Total	Men	61	79	10	37	9	25	7		228
	Women	38	56	21	47	12	29	4		207
	Total	99	135	31	84	21	54	11		435

In this brief analysis of withdrawals no attempt was made to differentiate between those who transferred from the Storrs campus to a branch from those who left the University altogether except as noted in Table 9.

Semester Enrollments Another approach to the problem of student attrition or retention as it relates to the 1965 Freshman class is presented in Table 10 which gives the number and percent of the original group enrolled in each of the eight semesters comprising the four-year period included in the study. The figures include readmissions, those who returned after having withdrawn. It should be noted that some returned the next semester after withdrawing. Others, again, did not return until after one or more semesters had elapsed. As observed in the previous paragraph, nearly 200 of the Storrs freshmen returned after withdrawing.

Data from Table 10 shows that two-thirds of the Storrs group were enrolled in the eighth semester, i.e., spring semester, 1969. Branch students still enrolled in the eighth semester comprised a noticeably smaller percentage, slightly more than half of those starting out in September, 1965. Contrary to most of the previous comparisons made between the four groups the differences between the Storrs and the branch groups were greater than those between the sexes of each campus group.

Through the courtesy of the Office of the Dean of Students data are given below which make comparisons possible between the 1965 freshmen and those of the previous four years, but only for the students who started at the Storrs campus.

	Percent enrolled at the eighth semester	
Freshman Class	Men	Women
1961	52.9%	56.2%
1962	52.9	55.3
1963	50.0	56.8
1964	58.8	58.9
1965	67.8	65.8

TABLE 10

NUMBER AND PERCENT OF THE 1965 FRESHMAN CLASS ENROLLED IN EACH SUBSEQUENT SEMESTER FOR THE FOUR-YEAR PERIOD, 1965-1969, WITH THE FRESHMEN CLASSIFIED BY SEX AND CAMPUS AT WHICH INITIALLY ENROLLED

Semester	Storrs				Branches*			
	Men		Women		Men		Women	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	1024	100%	978	100%	550	100%	303	100%
2	920	89.8	903	92.3	457	83.1	273	90.1
3	778	76.0	801	81.9	378	68.7	222	73.3
4	758	74.0	765	78.2	366	66.5	216	71.3
5	709	69.2	704	72.0	309	56.2	187	61.7
6	701	68.5	704	72.0	297	54.0	174	57.4
7	707	69.0	674	68.9	300	54.5	170	56.1
8	694	67.8	644	65.8	296	53.8	168	55.4

* See Appendix A for a detailed tabulation of these figures according to branch campus.

The Freshman Class of 1965 undoubtedly had the best attendance or persistence of any group entering in recent years. Perhaps the fact that it was also one of the best qualified as measured by C.E.E.B. scores and high school rank largely accounts for this.[1]

Degrees Received As previously mentioned a criterion of college success occasionally used in graduation from college. The data for this class are interesting but puzzling. Table 10 shows that 694 of the Storrs freshmen were still enrolled the spring semester of 1969. However, only 377 or 54.3 percent of these graduated. Of the 298 men who originally enrolled at the branches and were in attendance that semester an even smaller percentage graduated, 148 or 49.7 percent. The women of both groups did markedly better, 493, or 76.6 percent, of the Storrs women and 121, or 72.5 percent, of the branch women graduated. In connection with these figures it should be noted that School of Pharmacy students in good academic standing and who had completed eight semesters were included with the graduates of the other schools and colleges even though they do not actually receive their degrees until the following June. The Pharmacy program requires five years, the others only four. Table 11 gives the number and percent of each of the four groups receiving degrees at the June commencement. The inclusion of the School of Pharmacy students in the data presented is noted.

Again we are fortunate in being able to include data provided by the Office of the Dean of Students regarding the percentages graduating in the four previous classes. To make the data comparable the eighth semester School of Pharmacy students were not included in the numbers graduating. The percentages for the five

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[1] See Appendix B for a tabulation of the 1965 entering freshman by school or college and the campus at which first enrolled.

TABLE 11

NUMBER AND PERCENT OF THE 1965 FRESHMAN CLASS WHO RECEIVED THEIR DEGREES AT THE 1969 COMMENCEMENT WITH THE FRESHMEN CLASSIFIED BY SEX AND CAMPUS WHERE INITIALLY ENROLLED

Campus	Sex	Number initially enrolled	Number graduated	Percent graduated
Storrs	Men	1024	381*	37.2%*
	Women	978	516**	52.8 **
	Total	2002	897***	44.8 ***
Branches	Men	550	147#	26.7 #
	Women	303	121##	39.9 ##
	Total	853	269###	31.5 ###

* Includes 33 eighth semester School of Pharmacy students
** Includes 13 eighth semester School of Pharmacy students
*** Includes 46 eighth semester School of Pharmacy students
# Includes 8 eighth semester School of Pharmacy students
Includes 2 eighth semester School of Pharmacy students
Includes 10 eighth semester School of Pharmacy students

years were as follows:

Freshman Class	Men	Women	Total
1961	30.1%	46.7%	37.3%
1962	28.3	45.3	36.5
1963	27.2	46.1	36.8
1964	33.1	47.0	39.6
1965	34.2	51.8	42.8

In Table 13 the 1965 freshmen who initially enrolled at Storrs and who received degrees at the 1969 commencement are classified according to the school or college in which they first registered. The tabulations give some idea of the relative success of the students in the different schools and colleges in completing their programs within the four-year period. Direct comparisons, however, might be questionable. The schools differ in their degree requirements. The School of Engineering, for example, requires 138 credits in its programs, whereas most of the other undergraduate schools require but 120. Then there are program differences, particularly among the professional schools, such as those involving a practicum experience which may make it more difficult to achieve a program on time. Differences in the relative number of each sex enrolled would be a factor to be considered.

Comparisons would be more meaningful if degrees received from the School of Education were related to the school in which the student was previously enrolled. Students do not enter the School of Education until their junior year. Since the student usually completes his subject matter field in the school of his initial enrollment during his junior and senior years he is in reality a student in two schools. We have, therefore, classified the graduates of the School of Education also according to the school in which the student first enrolled as a freshman.

Figures in the extreme right column of Table 12 give the total number of the 1965 freshmen who received degrees from the particular school or college listed. This gives some idea of the numbers of students who had transferred to the school. For example, the School of Business Administration enrolled 121 of the 1965 freshmen that started at Storrs. Four years later, 42 of the 121 received degrees at the 1969 commencement. The School, however, awarded 75 degrees at this commencement to the 1965 Storrs freshmen. The difference is due to the transfer to the School of Business of 33 students, all 1965 freshmen, from the other schools and colleges of the University. Home Economics is an interesting case in that it awarded degrees to more of the 1965 freshmen than it originally enrolled of this group.

To give a clearer picture of the extent and direction of the transfer from one school or college to another within the University system as it affected graduation the data in Table 13 are presented. Here the 1965 Storrs freshmen who received degrees at the 1969 commencement are classified according to the school or college in which they initially enrolled and the school or college from which the degree was received.

Mention should be made that 29 (23 women and 6 men) of the freshmen completed their degree programs in less than the customary eight semesters, 22 at or by the close of the seventh semester and 7 at the close of the sixth semester or the 1968 summer session. Twenty-seven of this group were from the Storrs freshmen.

Another item worth mentioning is that many of those not completing their programs by June, 1969, will do so during the following summer session or fall semester.[1]

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[1] By the close of the 1969 summer session, 63 (35 men and 28 women) more of the 1965 freshmen had completed their programs. Their degrees will be awarded at the 1970 commencement.

TABLE 12

NUMBER OF THE 1965 FRESHMEN WHO RECEIVED DEGREES AT THE 1969 COMMENCEMENT CLASSIFIED ACCORDING TO THE SCHOOL OR COLLEGE IN WHICH THEY FIRST REGISTERED AND THE SCHOOL OR COLLEGE FROM WHICH DEGREE WAS RECEIVED; STORRS FRESHMEN ONLY INCLUDED

School or College of First Registration	Total Number 1965 Freshmen	Number receiving degrees from			Number of the 1965 Class receiving Degrees from this School or College**
		This College	Some other College*	School of Education	
Agriculture	52	12	5	1	16
Business Adm.	121	27	15	2	75
Engineering	215	29	37	3	32
Fine Arts	56	15	5	3	18
Home Economics	45	21	5	3	71
Liberal Arts	1204	377	187	103	433
Nursing	114	61	10	1	62
Physical Edu.	34	3	7	5	5
Phys. Therapy	84	16	13	4	18

*School of Education graduates included in these figures as well as in the adjoining School of Education list.

**School of Pharmacy students were not included in the above unless they had transferred to one of the other colleges and completed the degree requirements.

TABLE 13

1965 FRESHMEN AT STORRS WHO GRADUATED JUNE, 1969, CLASSIFIED ACCORDING TO SCHOOL OR COLLEGE IN WHICH THEY FIRST REGISTERED AND THE SCHOOL OR COLLEGE FROM WHICH DEGREE WAS RECEIVED

School or College in Which First Registered	School or college from which degree was received										
	Agriculture	Business	Education	Engineering	Fine Arts	Home Economics	Liberal Arts	Nursing	Phys. Education	Phys. Therapy	Total
Agriculture	12		1				4				17
Business		27	2			1	12				42
Engineering		17	3	29			16		1		66
Fine Arts			3		15	1	1				20
Home Economics			3			21	2				26
Liberal Arts	4	28	103	3	3	42	377	1	1	2	564
Nursing		1	1			2	6	61			71
Phys. Education			5				2		3		10
Pharmacy*		2					8				10
Phys. Therapy			4			4	5			16	29
Total	16	75	125	32	18	71	433	62	5	18	855

* Only those School of Pharmacy students who transferred to one of the other schools or colleges are included.

There are two more items that might be of interest regarding the class. The first is that 63 (33 men and 30 women) participated in the Honors Program; 52 were in Liberal Arts, 3 in Education, 1 in Engineering, 2 in Fine Arts, 3 in Nursing, and 2 in Pharmacy. Forty-five of the group received degrees at the June, 1969, commencement, and 16, not including the two in Pharmacy, did not. This tabulation included only Storrs freshmen.

The second item is that the Junior-Year Abroad attracted 31 of the Storrs freshmen, 11 men and 20 women.

School and College Changes In the discussion of the numbers of degrees awarded reference was made to the extent of transfers from one school or college to another within the University system. That it is a large problem or matter can be recognized from the fact that more than a fourth of the Storrs freshmen made one or more school changes during the period under consideration. More women than men made changes as will be observed from the following tabulation of the 623 of the Storrs group who transferred.

Number changes made	Men	Women	Total
1	250	276	526
2	34	56	89
3	1	6	7
4	1	—	1
Total	286	337	623

An analysis of the 623 school or college transfers is provided in Table 14 in which these are classified according to the school or college in which the student

TABLE 14

1965 STORRS FRESHMEN WHO TRANSFERRED FROM ONE SCHOOL OR COLLEGE TO ANOTHER WITHIN THE UNIVERSITY CLASSIFIED ACCORDING TO THE SCHOOL OR COLLEGE OF FIRST AND FINAL REGISTRATIONS

School or College of first registration	School of final registration											
	Agriculture	Business Adm.	Education	Engineering	Fine Arts	Home Economics	Liberal Arts	Nursing	Phys. Education	Pharmacy	Phys. Therapy	Total
Agriculture	2	1	1			1	9			1		15
Business Adm.		1	3			2	33	1	3			43
Engineering	2	35	5	2	1	1	53		3	3		105
Fine Arts			4		2	1	10					17
Home Economics			6			1	3					10
Liberal Arts	10	49	122	14	15	62	31	8	7	5	7	330
Nursing		1	4			3	16					24
Phys. Education		2	6				10					18
Pharmacy		4					16			2		22
Phys. Therapy		1	9			14	13		1		1	39
Total	14	94	160	16	18	85	194	9	14	11	8	623

first registered and the one in which he was last recorded. For students who made more than one transfer, only the first and final schools are indicated. This means that in a number of cases the student will be shown as transferring to the same school as his initial registration.

CHAPTER IV

A BRIEF REPORT ON CHANGES IN CAREER OBJECTIVES AND EDUCATIONAL PHILOSOPHY

The previous chapter was concerned with the problem of what happened academically to the entering freshmen of 1965 during the four years from September, 1965, to June, 1969. Some information was given revealing considerable number of changes in the student's career objectives as indicated by school or college registrations. This chapter will present additional data from CSQ-1 and CSQ-2 regarding changes in the student's major fields of study and also some information regarding changes in the students' evaluations of their educational philosophy under the Clark-Trow typology.

Changes in Major Field of Study The previous chapter presented information regarding the size and extent of student transfer from one school or college to another within the University during the four-year period. For example, it was observed that 30.8 percent of the Storrs freshmen made one or more school transfers during the period under study. Data from the two questionnaires make it possible to observe the extent of change in the students' major field or interest in a specific major for the same period.

Both CSQ-1 and CSQ-2 ask the student, first, if he had a particular major field of study in mind, and, second, if he had decided on a major, to check which of 69 fields of study is the appropriate one. These 69 fields of study are grouped into the following major categories:

1. Biological sciences
2. Physical sciences
3. Mathematics
4. Social sciences
5. Humanities and arts
6. Education
7. Business
8. Engineering
9. Other professions

Except as will be noted, consideration of the problem of change in field of interest, career objective, will be with reference to these nine groups.

Data from the CSQ-1 (the 1965 questionnaire) for those seniors who had completed the CSQ-2 in the spring of 1969 showed that as entering freshmen 137, or 80 percent of the useable replies in the sample, had decided on a major field of study. A comparison of their senior major with their expressed interest as freshmen is provided in Table 15. As will be seen in the following tabulation 75, or approximately 55 percent, had changed their major field during the four-year period.

	Storrs			Branches			Total	
	Men	Women	Total	Men	Women	Total	No.	%
Change in major	25	16	41	20	14	34	75	54.5
No change in major	11	21	32	19	11	30	62	45.2
Total	36	37	73	39	25	64	137	

TABLE 15

ANTICIPATED MAJOR FIELD OF STUDY OF THE 1965 FRESHMEN WITH THE NUMBERS WHO MAJORED IN THE SAME FIELD AS SENIORS IN 1969; SAMPLE OF 137 FROM THE 1965 FRESHMAN CLASS

Major Field	Year	Number Students					Percent in Anticipated Major
		Storrs		Branches			
		Men	Women	Men	Women	Total	
Biological Sciences	1965	4	0	1	0	5	
	1969	1	0	0	0	1	20%
Physical Sciences	1965	3	1	5	1	10	
	1969	0	0	1	0	1	10%
Mathematics	1965	3	3	5	5	16	
	1969	0	1	2	0	3	18.7%
Social Sciences	1965	3	3	4	6	16	
	1969	2	2	4	1	9	56.3%
Humanities and Arts	1965	1	3	0	2	6	
	1969	1	0	0	2	3	50%
Education	1965	1	10	1	5	17	
	1969	1	6	1	4	12	70.6%
Business	1965	3	1	2	3	9	
	1969	2	0	1	1	4	44.4%
Engineering	1965	13	0	16	0	29	
	1969	2	0	8	0	10	34.5%
Other Profession or Vocation	1965	5	16	5	3	29	
	1969	1	12	2	3	18	62.0%

The above tabulation reveals a number of differences between the groups. However, none of the observed differences (men vs. women, Storrs men vs. Storrs women, etc.,) were statistically significant. Chi square tests for independence with Yates correction in cases involving 1 df. yielded no results that were significant at least to the .05 level of confidence. The application of other tests for significance is suggested. Likewise, an analysis or study of possible factors associated with these changes seems worth undertaking.

It should be noted that "no change" in major field does not necessarily mean that the student did not change his major field or career interest as the previous comparisons were made on the basis of a very broad definition of major field. The category Other Professions, for example, includes five of the University's professional schools, Agriculture, Home Economics, Nursing, Pharmacy, and Physical Therapy, as well as a number of other professional areas not included in the other eight major fields of study.

A check of the records of the 62 students in the "no change" group reveals that approximately a third of them had changed fields within a major category, such as from Psychology to Sociology, from Modern Languages to Speech, etc. When these students are added to those who had changed major categories, the percentage who changed fields rises to approximately 70 percent.

There were 33 freshmen who indicated on the 1965 questionnaire (CSQ-1) that they had not decided on a major field. The distribution of these into the four categories used throughout this report (Storrs men, Storrs women, etc.) reveals no differences between them and the distributions for those who had decided on a major that were significant. It is interesting to note the senior majors of the 33 as given in the following tabulation:

Biological sciences.....6
  Botany 2
  Zoology 4

Physical science.....1
  Geology 1

Mathematics.....3

Social sciences.....13
  Economics 1
  History 2
  Political science 3
  Psychology 3
  Sociology 4

Humanities and arts.....4
  English 4

Education.....3
  Elementary 1
  Secondary 2

Business.....2
  Marketing 2

Engineering.....1
  Civil

Other professions.....1
  Agriculture 1

Changes in Educational Philosophy In Chapter II descriptions were given of the four categories of students in the Clark-Trow typology and the attitudes of the freshmen to each philosophy. The seniors were asked in CSQ-2 to rank the same four statements according to the accuracy with which each portrayed their point of view. There were 161 replies in the 1969 sample for which data from the 1965 returns were also available. A comparison of the selections made by these students in 1965 with their 1969 designations are presented in Table 16. Three of the four campus sub-cultures, vocational, academic, and nonconformist, made gains at the expense of the collegiate category. It is interesting to note the change towards

what might be thought of as the more serious aspects of life, i.e., away from fun and frolic to work and career. Indeed, the vocational category was in 1969 a strong first choice, so rated by nearly half of the group. The large increase, although relatively small in comparison with the others, in the nonconformist group is interesting in view of the rise in the student protest movement which has come about largely during the four-year period these students were in college.

TABLE 16

THE EDUCATIONAL PHILOSOPHIES (CLARK-TROW SCALE) OF A RANDOM SELECTION OF 161 SENIORS, 1969, COMPARED WITH THEIR RESPONSES TO THE SAME SCALE IN 1965

Educational Philosophy	1965		1969		Difference
	Number	Percent	Number	Percent	
1. Vocational	64	39.8%	75	46.6%	11
2. Academic	20	12.4	34	21.1	14*
3. Collegiate	73	45.3	32	19.9	-41*
4. Nonconformist	4	2.4	20	12.4	16*

*X^2, differences significant at .01 level.

In Table 17 the preferred philosophies as indicated in 1965 and in 1969 by the 161 seniors have been classified according to sex and campus at which they first registered. Chi square tests for independence when applied to the differences observed between the combined male and the combined female groups as well as the differences noted between the Storrs students and those from the branches reveal these differences as larger than might occur solely by chance. The confidence level for both comparisons is < .01.

Data from the 1965 questionnaire (CSQ-1) showed that 64, or 39.8 percent, of the 161 seniors of 1969, checked the Vocational category as best expressing their

TABLE 17

THE EDUCATIONAL PHILOSOPHIES (CLARK-TROW SCALE) OF A RANDOM SELECTION OF 161 SENIORS, 1969, TOGETHER WITH THEIR RESPONSES TO THE SAME SCALE IN 1965 WHEN FRESHMEN, STUDENTS CLASSIFIED ACCORDING TO SEX AND CAMPUS OF INITIAL REGISTRATION

Educational Philosophy	Storrs				Branches			
	Men		Women		Men		Women	
	1965	1969	1965	1969	1965	1969	1965	1969
Vocational	19	23	10	21	27	19	8	12
Academic	5	12	3	4	9	13	3	5
Collegiate	20	6	22	7	11	9	20	10
Nonconformist	0	3	2	5	0	6	2	6
Total	44	44	37	37	47	47	33	33

educational philosophy, or their attitude towards a college education. The preferences in educational philosophies made by these students as seniors in 1969 are given in Table 18. Tables 19, 20, and 21 do the same for each of the other three educational philosophies.

The data in each indicate considerable change in the attitudes of these students, perhaps more so than the previous tabulations. These merely gave the numbers in each category, overlooking the extent of individual change. For example, the vocational category was selected by 64, or 39.8 percent, of the 161 seniors when they were freshmen in 1965. In 1969, this philosophy was selected by 75 or 46.6 percent, of the seniors representing a gain of 11. Without additional information one might logically assume that the change had been one largely of accretion,

the addition of eleven in 1969 to the 64 who chose this philosophy in 1965. However, such is not the case as revealed in Table 18. As noted only 18, or 28 percent, of the original 64 who chose the vocational category also selected this same category in 1969. The others, as will be noted from Tables 19, 20, and 21, came from those who initially chose one of the other three categories. In this particular case, 9 came from the academic, 47 from collegiate, and 1 from nonconformist.

TABLE 18

EDUCATIONAL PHILOSOPHIES (CLARK-TROW SCALE) OF SIXTY-FOUR SENIORS, 1969, WHO AS FRESHMEN IN 1965 HAD SELECTED THE VOCATIONAL CATEGORY AS THEIR FIRST CHOICE; STUDENTS CLASSIFIED ACCORDING TO SEX AND CAMPUS OF INITIAL REGISTRATION

Educational Philosophy	Storrs		Branches		Total
	Men	Women	Men	Women	
1. Vocational	4	6	7	1	18
2. Academic	7	2	10	1	20
3. Collegiate	6	2	4	3	15
4. Nonconformist	2	0	6	3	11
Total	19	10	27	8	64

TABLE 19

THE EDUCATIONAL PHILOSOPHIES (CLARK-TROW SCALE) OF TWENTY SENIORS, 1969, WHO AS FRESHMEN IN 1965 HAD SELECTED THE ACADEMIC CATEGORY AS THEIR FIRST CHOICE; STUDENTS CLASSIFIED ACCORDING TO SEX AND CAMPUS OF INITIAL REGISTRATION

Educational Philosophy	Storrs		Branches		Total
	Men	Women	Men	Women	
1. Vocational	3	1	4	1	9
2. Academic	2	0	2	0	4
3. Collegiate	0	2	3	1	6
4. Nonconformist	0	0	0	1	1
Total	5	3	9	3	20

TABLE 20

THE EDUCATIONAL PHILOSOPHIES (CLARK-TROW SCALE) OF SEVENTY-THREE SENIORS, 1969, WHO AS FRESHMEN IN 1965 HAD SELECTED THE COLLEGIATE CATEGORY AS THEIR FIRST CHOICE; STUDENTS CLASSIFIED ACCORDING TO SEX AND CAMPUS OF INITIAL REGISTRATION

Educational Philosophy	Storrs		Branches		Total
	Men	Women	Men	Women	
1. Vocational	16	14	8	9	47
2. Academic	3	2	1	4	10
3. Collegiate	0	3	2	6	11
4. Nonconformist	1	3	0	1	5
Total	20	22	11	20	73

TABLE 21

THE EDUCATIONAL PHILOSOPHIES (CLARK-TROW SCALE) OF FIVE SENIORS, 1969, WHO AS FRESHMEN IN 1965 HAD SELECTED THE NONCONFORMIST CATEGORY AS THEIR FIRST CHOICE; STUDENTS CLASSIFIED ACCORDING TO SEX AND CAMPUS OF INITIAL REGISTRATION

Educational Philosophy	Storrs		Branches		Total
	Men	Women	Men	Women	
1. Vocational	0	0	0	1	1
2. Academic	0	0	0	0	0
3. Collegiate	0	0	0	0	0
4. Nonconformist	0	2	0	1	3
Total	0	2	0	2	4

CHAPTER V

CONCLUSION

This is a report of a longitudinal study of the freshmen who entered The University of Connecticut in the fall of 1965. The class enrolled 2,853 freshmen; 1,578 or 55 percent, were men and 1,275, or 45 percent, were women. The majority of the students, 2,003, or 70 percent, were enrolled at the Storrs campus. The remainder, 851, or 30 percent, were at the four branches: Hartford, Stamford, Torrington, and Waterbury.

The first part of the report is a description of the class as of the date of its first registration in the University. The information secured from a number of sources was largely statistical. The data included such items as College Entrance Examination Board scores, rank in high school graduation class, size of class, etc. Considerable information was also secured from the College Student Questionnaire -1 given to most of the freshmen at the time of their first registration.

The second part describes what happened academically to the class during the next four years, i.e., from 1965 to 1969. Data were presented regarding such items as average marks, number of semesters attended, transfers from one school or college to another within the University, and graduation. In most instances the information was grouped under four variables: men, women, Storrs, and branches.

The third part was concerned with the problem of the impact that the University had on the freshmen of 1965. To measure possible changes, the College Student Questionnaire -2 was given to a random sample of the 1965 freshmen who in 1969 were still enrolled in the University. Replies were received from 181

students. Questions asked in 1969 (CSQ-2) were compared with the same questions asked in 1965 (CSQ-1) in two areas: (1) the student's career objective or college major, and (2) his attitude or philosophy regarding a college education as measured on the Clark-Trow typology.

The object of this report is primarily to describe some of the dimensions of the data collected and to bring the data together in useable form. It is hoped that several studies will be developed concerning a number of problems. The following three are some of the more obvious ones:

1. What is the relative significance of possible factors to the changes in educational philosophy that were observed? More than fifty factors can be developed from the data.

2. Are there any significant differences between those who completed their first two years at the branches and those who completed all four years at the Storrs campus? Can any of the home, school, community, or personal factors observed account for these differences?

3. A study of the dropouts who returned is needed. Are they different from those who do not return? Are there any significant differences between those who return and are successful and those who are not?

APPENDIX A

NUMBER AND PERCENT OF THE 1965 FRESHMAN CLASS AT THE BRANCHES ENROLLED IN EACH SEMESTER DURING THE FOUR-YEAR PERIOD 1965-1969, CLASSIFIED ACCORDING TO SEX AND BRANCH

Semester	Hartford				Stamford				Torrington				Waterbury			
	Men		Women		Men		Women		Men		Women		Men		Women	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	219	100%	118	100%	101	100%	54	100%	47	100%	32	100%	183	100%	99	100%
2	177	80.8	106	89.8	89	88.1	50	92.6	36	76.6	29	90.6	155	84.7	88	88.9
3	146	66.7	83	70.3	78	77.2	37	68.5	23	48.9	25	78.1	131	71.6	77	77.8
4	139	63.5	82	69.5	73	72.2	36	66.7	23	48.9	23	71.9	131	71.6	75	75.8
5	114	52.1	73	61.9	64	63.4	30	55.6	20	42.6	18	56.3	111	60.7	66	66.7
6	109	49.8	66	55.9	65	64.4	28	51.8	18	38.3	15	46.9	105	57.4	65	65.7
7	108	49.3	64	54.2	66	65.3	28	51.8	20	42.6	14	43.8	106	57.9	64	64.6
8	107	48.9	61	51.7	66	65.3	27	50.0	20	42.6	15	46.9	105	57.4	64	64.6

APPENDIX B

1965 ENTERING FRESHMEN CLASSIFIED ACCORDING TO CAMPUS, SCHOOL OR COLLEGE REGISTRATION, AND SEX

School or College	Sex	Campus Storrs	Hartford	Stamford	Torrington	Waterbury
Agriculture	Men	40	7	3	3	3
	Women	12	0	0	0	1
	Total	52	7	3	3	4
Business	Men	101	24	20	2	23
	Women	20	2	5	0	2
	Total	121	26	25	2	25
Engineering	Men	210	56	31	11	42
	Women	5	1	0	0	0
	Total	215	57	31	11	42
Fine Arts	Men	9	3	1	0	0
	Women	47	5	0	0	2
	Total	56	8	1	0	2
Home Economics	Men	0	0	0	0	0
	Women	45	8	3	0	6
	Total	45	8	3	0	6
Liberal Arts	Men	585	121	41	30	108
	Women	619	78	36	27	66
	Total	1204	199	77	57	174
Nursing	Men	0	0	0	0	0
	Women	114	14	3	3	17
	Total	114	14	3	3	17
Physical Edu.	Men	24	0	1	0	2
	Women	10	3	0	0	0
	Total	34	3	1	0	2
Pharmacy	Men	51	8	4	1	5
	Women	26	2	1	0	1
	Total	77	10	5	1	6
Phys. Therapy	Men	4	0	0	0	0
	Women	80	5	6	2	4
	Total	84	5	6	2	4